Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
Introduction

This unit is the first Paramedic Professional Practice Unit in the Paramedicine Major.

Through this unit you will explore a wide range of professional subjects relating to the paramedic’s role within the health care team in the pre-hospital setting. The unit outline gives you important information about the general aims of the unit, texts, and references. It also includes details about the assessments, including allocation of marks, grading criteria and submission dates. You are required to read and understand the expectations outlined in this document. Information contained within this unit outline specifies the requirements for this unit and explains your rights and responsibilities in relation to Curtin University.

As an external student you are expected to log onto the FLECS blackboard site for this unit every week. We will be using different learning technologies; information will be presented via electronic lectures (often from specialist lecturers), video clips, on-line case studies and on-line student-led discussions and activities. When you log on each week there will be an activity/lecture for you to view as well as other teaching materials and discussion questions and activities. You will also need to take time to perform self-directed learning through reviewing unit resources and contributing to online discussion through blackboard and preparing for assessments. You will also work on assigned tasks that will provide you with the knowledge and skills to complete the assessment activities for the unit, and achieve the learning outcomes. You are expected to play an active role in the activities within this unit. You are expected to take the necessary time to watch the lead lecture made available on blackboard and complete the reading/self-directed study before engaging in discussion with your tutor and fellow students on blackboard.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Examine the paramedic role in regard to legal, ethical and professional responsibilities</td>
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<tr>
<td>2 Evaluate professional practice competency standards in relation to the paramedic role and clinical practice</td>
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<tr>
<td>3 Use expert communication skills, including negotiation and problem solving around issues associated with client and family interaction</td>
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<td>4 Evaluate the importance of accurate record keeping and the need for confidentiality</td>
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</table>

Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles to new situations, confidence to tackle unfamiliar problems)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Professional Skills (work independently and as a team, plan-own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

This unit will contain a mixture of teaching and learning modes. This will include iLectures (from specialist Lecturers), video’s, online activities and directed reading. You will be provided with a range of discussion subjects to reflect on the unit content through the discussion forum. You are encouraged to read widely on the topics covered in this unit so that you can contribute to online discussions and are well prepared for the patients that you meet in the pre-hospital setting. The activities and discussion questions aim to reinforce and enhance understanding of the lecture content. Through the combination of approaches to learning it is hoped that you will obtain a broad understanding of the subjects within this unit. All activities will assist you in meeting the learning outcomes required to pass the unit and are also designed to cater for different learning styles. It is essential that, in order to maximise the potential of this unit, you undertake the required reading and self-directed study. This will enhance the level of group discussion and subsequently your learning. You are expected to actively participate in each of the activities available on Blackboard, which are designed to provide you with the opportunity to gather knowledge and develop the skills required for you to individually complete each of the assessment activities. The tutor is here to facilitate, guide and support your learning but you are responsible for preparing for and consolidating your own learning. More information about the program for learning activities can be found in the timetable for this unit.

It is expected that you will develop a Professional Portfolio through your journey of the program. This will demonstrate your progression in professional practice and achievement towards the national paramedic competencies as articulated by the Council of Ambulance
Authors. The assessments in this unit will form part of your Professional Portfolio.

Learning Resources
Library Reserve
There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

Essential texts
The required textbook(s) for this unit are:

  (ISBN/ISSN: 9780729542050)

Other resources
The following resources are recommended for this unit as you will need to read around the subjects discussed each week:

Available at http://www.caa.net.au/images/documents/accreditation_resources/Paramedic_Professional_Competency_Standards_V2.2_February_2013_PEPAS.pdf

Please also familiarise yourself with the layout of Blackboard for this unit, so you know where to find resources you will require throughout the semester.

Assessment
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1 Case study | 30 percent | Week: 7  
Day: Wednesday  
14/09/2016  
Time: 2359hrs | 1,2,4 |
| 2 Essay    | 30 percent | Week: 11  
Day: Monday 10/10/2016  
Time: 2359hrs | 1,2,3 |
| 3 Presentation | 40 percent | Week: 14  
Day: Monday 31/10/2016  
Time: 2359hrs | 2,3,4 |

Detailed information on assessment tasks

1. Case Study (30% of the summative marks for this unit)
   This individual assessment is a case study assessment (worth 30% of the marks) and has a maximum word count of 1000 words (+/- 10%). You need to choose to focus your work on one of the two case studies provided (available in the assessment section of Blackboard). Once you have reviewed and selected the case study you will need to provide a summary, with supporting evidence in the form of an annotated bibliography (3 articles), highlighting how the case study and articles relate to paramedic legal, ethical and professional responsibilities and the CAA professional practice competency standards. This assessment will help form the basis of the presentation (assessment 3) which is a group assessment where you will have a large range of literature already sourced. Please present your case study overview in word document format with the naming convention as included in the case study guidance notes. The case study guidance notes and marking rubric can be found in the assessment section of Blackboard.
   The assessment will need to be submitted through turnitin on Blackboard by 2359 hours on Wednesday the 14th September 2016.

2. Essay (30% of the summative marks for this unit).
   This assessment is a 1500 word (+/- 10%) Essay (worth 30% of the marks) where the student is required to select one topic from the unit and analyse the subject in the context of the pre-hospital setting. The discussion must be supported by current literature and the student is expected to demonstrate critical analysis. It is important for the student to demonstrate the application of theoretical principles to the pre-hospital setting for delivering safe and effective care. Students should begin with an introduction to provide an overview of the selected topic and relevance to the pre-hospital setting. Relevant history and statistics may be included in this section. The body of the paper should provide a detailed overview of the topic under discussion and be supported by contemporary literature. The paper should conclude with a summary of the key points discussed in the body of the paper. Please present your essay in word document format with the naming convention as included in the essay guidance notes on Blackboard. More information about this assessment and the marking guide can be found in the assessment section of Blackboard.
   The assessment will need to be submitted through turnitin on Blackboard by 2359 hours on Monday the 10th October 2016.
3. Presentation and Peer Review (40% of the summative marks for this unit).

This assessment is a group presentation and consists of two components;

- The written submission of the presentation (30% of the marks)
- A peer review - feedback on the contribution to the group process (individual) (10% of the marks)

The first step in assessment requires you to organise/identify yourself in a group of 4 or 5 students. Once you have agreed who will be in your group then the group representative (chosen by the group) must email your group membership to the Unit Coordinator by the **30th August 2016**.

Group work assignments can be challenging and so information has been provided in the assessment section on developing a group assignment contract. If you have difficulties finding a group to join then please contact the Unit Coordinator who help Using the information from the case study assessment (each group member will have a number of articles from the case study assessment) each group will need to expand the work from the case study and develop a presentation. It is important that all group members contribute to the presentation equally as each group member will receive the same mark. It is therefore important that your choice of group membership ‘fits’ with your duty patterns so that each group member is able to contribute equally.

“SPARKPLUS - Self and Peer Assessment” - SPARKPLUS may be used to adjust student marks for group tasks. SPARKPLUS stands for ‘self and peer assessment resource kit’. It is a web-based tool that enables students to confidentially rate their own as well as their peer’s contributions to a team task or individual submission. As well as receiving specific feedback, a rating factor is generated by this tool and may be used by the Unit Coordinator to adjust individual marks as part of a group assessment task. The rating factor may also be used in cases where participation or contribution is disputed. This provides fair and equitable way of making students accountable for contribution to group tasks. “The key to this assessment is the dialogue to support the presentation. Further information on this assessment and the grading criteria can be found in the assessment section of Blackboard.”

The presentation and presenting script (with timings) must be submitted to the assessment section of Blackboard by 2359 hours on Monday the 31st October 2016.

**Pass requirements**

In order to pass this unit students must attempt all assessments and achieve an overall mark of 50% or above. Late penalties will be applied for this unit.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from [policies.curtin.edu.au/policies/teachingandlearning.cfm](policies.curtin.edu.au/policies/teachingandlearning.cfm)

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at [students.curtin.edu.au/administration/](students.curtin.edu.au/administration/)) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

**Deferred assessments**

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.
Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 16/12/2016 and 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances. If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin's Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

As a health care professional you will need to develop and maintain a Professional Portfolio demonstrating your professional journey. The assessments from this unit could be used as part of your Professional Portfolio demonstrating your progression in professional practice and achievement toward the Paramedic Professional Competency Standards as published by the Council of Ambulance Authorities.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The assessment topics and rubrics have been reviewed for this unit.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Activities</th>
<th>Subject</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td>Orientation Week</td>
<td>Orientation Week</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Please read the Semester 2, 2016 unit outline which clarifies the purpose and structure of the unit, as well as the format of the assessments</td>
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</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td>iLecture</td>
<td>Introduction to the unit and review of the Paramedic Professional Competency Standards</td>
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<tr>
<td>2.</td>
<td>8 August</td>
<td>Module 1</td>
<td>Paramedics and the law</td>
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<td>3.</td>
<td>15 August</td>
<td>Directed readings</td>
<td>Ethics</td>
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<td>4.</td>
<td>22 August</td>
<td>Self-directed study</td>
<td>Confidentially Consent</td>
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<td>5.</td>
<td>29 August</td>
<td></td>
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<td>6.</td>
<td>5 September</td>
<td>Module 2</td>
<td>Record Keeping</td>
<td></td>
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<tr>
<td>7.</td>
<td>12 September</td>
<td>Directed readings</td>
<td>Governance</td>
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<td>8.</td>
<td>19 September</td>
<td>Self-directed study</td>
<td>Equality and diversity/consumer rights</td>
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<td>9.</td>
<td>26 September</td>
<td></td>
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<td>10.</td>
<td>3 October</td>
<td>Module 3</td>
<td>Clinical decision making</td>
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<tr>
<td>11.</td>
<td>10 October</td>
<td>Directed readings</td>
<td>Negotiation and problem solving</td>
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<td>12.</td>
<td>17 October</td>
<td>Self-directed study</td>
<td>Abuse – adult, paediatric, elder and domestic</td>
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<tr>
<td>13.</td>
<td>24 October</td>
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<tr>
<td>14.</td>
<td>31 October</td>
<td>Revision</td>
<td></td>
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<td>15.</td>
<td>7 November</td>
<td>Study Week</td>
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<tr>
<td>16.</td>
<td>14 November</td>
<td>Examinations</td>
<td></td>
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<tr>
<td>17.</td>
<td>21 November</td>
<td>Examinations</td>
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**Tuition Free Week**

**Case Study**
due 2359 hrs
Wednesday 14th September 2016

**Essay**
due 2359 hrs
Monday 10th October 2016

**Presentation and Peer Review**
due 2359 hrs
Monday 31st October 2016